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| **Lesson Title**: Lesson A Introduction to PB project | **Related Lessons**: Simple activities in Physical Education Class |
| **Grade Level**: 6 | **Unit**: Disabilities in PE |
| **GOALS** | |
| **Content Standards**:  Physical Education Standard 6.0 Social Psychological Principles  Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.  D. Compassion and Inclusiveness  1. Evaluate effective inclusiveness skills in physical activity settings.  a. Organize different activities from a variety of cultures as a means for developing inclusiveness in classroom settings.  b. Investigate challenges that people with varying abilities face when participating in physical activity.  **ISTE NETS-S**  Creativity and innovation  Critical thinking, problem solving, & decision-making  Communication and collaboration  Digital citizenship  Research and information fluencyTechnology operations and concepts   1. Students will have a basic knowledge and understanding of the disability categories. 2. 2. Be prepared to support students with disabilities in all learning environments.   **Instructional Objective (s):**   1. Students will learn the terms disability and physical disability 2. Identify and understand technologies needed to develop solutions to problems or construct answers to complex questions | |
| **ACTION** | |
| **Before-Class Preparation:**   1. Computers/tablets up and running- 1 per student 2. Google docs and Google slides available on all computers for login information for all groups 3. List of recommended websites for research 4. Computer lab available for PE class 5. Post the unit standards on the Whiteboard 6. Develop groups for collaboration activities   **During Class**    Time Instructional Activities Materials and Resources  60 minute  Period    10 minute Introduction to PBL Discussion  \*Teacher will discuss PBL  "What challenges would you face if one  or more of your physical faculties were  compromised in physical education?"  Whiteboard  15 minute Video viewing <https://youtu.be/vG0-APjacJw>  (whiteboard) <https://youtu.be/FjhF-pdlJ8M>  <https://youtu.be/XKTg_INHgpc>    10 minute Class participation online activity computers/tablets  <http://www.pbs.org/wgbh/misunderstoodminds/attention.html>  10 minute Set up Google Doc accounts computers/tablets  <https://groups.google.com/a/waldenu.edu/forum/?hl=en#!forum/7106>  Group selection- 4 members per group Teacher has premade groups selected    15 minute Discussion computer/tablet  Students will start recording their feelings Google Docs  and thoughts about the videos they saw (Teacher monitored)  in the group page on Google Docs    Resources/Websites:  <https://www.lds.org/topics/disability/list?lang=eng>  <http://www.stopbullying.gov/blog/2015/06/03/everyone-can-help-stop-bullying-children-tourette-syndrome>  <http://www.buzzle.com/articles/disabilities/>  <http://www.girlshealth.gov/disability/types/list.html>  <https://en.wikipedia.org/wiki/Americans_with_Disabilities_Act_of_1990>  <http://www.disabled-world.com/definitions/>  <http://www.about-disability.com/what-is-disability/different-types-of-disability-213.html>  <http://kidshealth.org/kid/health_problems/learning_problem/learning_disabilities.html>  <http://kidshealth.org/teen/diseases_conditions/learning/learning_disabilities.html>  **Notes:** | |
| **MONITOR** | |
| **Ongoing Assessment(s):** Google Docs & Google Slides  Students will be monitored by the teacher as they progress through their research and collaboration activities towards the group’s final presentation.  **Accommodations and Extensions:** See Diversity Section  **Back-up Plan: If computers fail….Books displayed on Elmo Other books will be available too**  **Title:** *Here's What I Mean To Say...* **Author:** Sarah Yates **Disability:** Cerebral Palsy **Story Profile:** Ann (age nine) who has cerebral palsy, takes us through her struggles with everyday activities.  **Title:** *Can't You Be Still?***Author:** Sarah Yates **Disability**: Cerebral Palsy **Story Profile:** Ann, who has cerebral palsy, attends school for the first time.  Students can start research using books and newspaper articles if computers are unavailable. | |
| **Evaluate and Extend** | |
| Teacher will remind students to refer to collaboration rubric for final presentation. As student’s progress on their presentation, the teacher will monitor content added in Google Docs and PowerPoint daily. The teacher will also be responsible for monitoring students who are having a difficult time understanding new concepts and vocabulary.  **Lesson Reflections and Notes:** | |